



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

In the first sunshine it had known ;
For her lost gold she never asked, —
A queen she felt upon a throne,
And seemed a world-wide wealth to own.
In this ecstatic state, to those
Who would her fevered mind allay
With the cool balsam of repose,
She seemed as one not long to stay, —
As one who saw, by second-sight,
Opening before her heaven's pure light."

Not unfrequently Mrs. Kinney disregards the harmony of numbers, and presses into her service intractable words and phrases, which jar on the ear, and impede the current of her usually mellifluous verse. But defective rhythm cannot neutralize the varied merits of this production, which needs only to be read to be admired.

7.—BARNARD'S *American Journal of Education*. Nos. 1, 2, and 3. Hartford. 1856.

WE have here the first numbers of a periodical journal, which is destined, as we will not doubt, to be of great use in advancing the civilization of this country. While the interest universally taken in Common School instruction, and the elevation, we may almost say everywhere, of the standard of qualifications for teachers, have been the means of establishing in many States Common School Journals, Teachers' Journals, and other periodicals for like objects, conducted in many instances with great spirit,* "The American Journal of Education," as edited by Mr Barnard, is established to enter on a range of discussion and investigation much wider than that which examines simply the best methods of imparting instruction to children; and it will be the highest authority which this country will have, as to systems tested abroad, or the improvements necessary at home.

We constantly regret, in the management of our own journal, that the claims of general literature, of science, of new questions in social order, and of history, are such that we cannot devote the space which we should be glad to do to subjects relating to college education,—to the scientific advancement of the country,—to the intense necessity among us for Art-culture, musical and architectural, as well as that which relates to the arts of design,—and also to those efforts

* Mr. Barnard names a dozen of these, published in various parts of this country.

of education which would reform the destitute children of the land, and prevent that crime which all experience shows us we cannot cure. In its true range, the title of "Education" includes all such subjects, and many others which will suggest themselves to the reader, — not merely discussions on school-house ventilators, or on the parsing of an irregular sentence. We do not doubt that our readers have felt the need of some authority, from which they could collect the facts regarding these subjects. Such authority, till now, we have never had. The statistics of foreign systems of culture have been much harder to obtain than those of foreign armies, and the occasional reports of gentlemen who have travelled abroad with an eye to the best institutions of Europe, have supplied nearly all the reliable information which was accessible to most students here.

Hon. Henry Barnard, everywhere known as an energetic and practical man, who has devoted his life to the improvement of Education, — who has filled the office of Superintendent of Education in Rhode Island and in Connecticut, — now establishes the American Journal of Education to meet the wants at which we have hinted, — to furnish the information which elsewhere we cannot get, and to be the organ of discussions which otherwise we shall not have. The numbers before us give gratifying promise for the future. We cannot here repeat the tables of contents, but our readers can judge of the character and force engaged in the work, when we say that, besides papers read before the American Association for the Advancement of Education, there are articles by Professor Huntington of Cambridge, by Professor Olmsted of New Haven, by Professor F. A. P. Barnard of the University of Mississippi, by Dr. Raphall of New York, by Professor Tayler Lewis of Schenectady, by Professor Porter of New Haven, as well as by the Editor and many other gentlemen of distinguished ability in their special pursuits. Besides the different papers in which these authors express their views on a wide diversity of subjects, the department of "Educational Movements and Statistics," prepared by the Editor himself, is one of peculiar value.

Taking the March number as a specimen of the work, we find in it an abstract of the last report of the Minister of Public Instruction in Russia, — a country whose arrangements for education have been atrociously under-stated, as her enemies found to their cost when they came to measure the resources of her officers. There is also a very curious table, which will surprise most readers, analyzing the appropriations made for public education in Great Britain in the budget of the current year. Disposed as our writers are to sneer at the British Parliament for its neglect in this regard, the fact that it appropriates annually £ 816,323

to the assistance and inspection of schools, and to other measures for the advancement of science, naturally excites some surprise. Then we have the annual prospectus of the University of Leyden, which shows what a university is, and may serve as a lesson to the vanity which, with us, christens by that name any brick building that is ugly enough and inconvenient enough to meet the popular standard of a college, whether it have one, two, or three "professors."

In the limited space at our command, however, we do not intend to detail even the general subjects which Mr. Barnard's Journal has brought before the public. His own interest in movements for public education has opened his connection, so to speak, with the most distinguished men and women throughout the world, who have interested themselves in the sciences connected with the education of either the rich or the poor. In his own library, as is well known, is a very valuable collection of the works of the most distinguished modern authors on these themes; in his correspondence at home and abroad, he must daily collect curious and new material for their further illustration; and even among his personal friends, as his prospectus shows, is a body of very efficient writers ready to sustain his Journal with the pen. It remains that the large "public," which is interested in science, in art, in the classics, in social reform by better education, as well as those who are directly concerned as teachers or as pupils in our schools and colleges, shall generously welcome and support a journal which has the right to promise so much to them all.

-
8. — *Sin and Redemption: a Series of Sermons. To which is added an Oration on Moral Freedom.* By D. N. SHELDON, D. D., Pastor of the Elm Street Baptist Church, in Bath, Me. New York: Sheldon, Lamport, and Blakeman. 1856. 12mo. pp. 332.

As a work in the department of polemic theology, this book cannot fittingly be noticed in a literary journal. But the author's position, as an eminent scholar and as ex-president of one of our New England colleges, claims for his recent publication such cognizance as it is within our scope to take of it. We would say, then, that it is a model work, in point of directness, explicitness, honesty, and candor; that its literary execution indicates equal strength and culture of intellect; and that the Oration, which closes the volume, and which was delivered before the Literary Societies of Waterville College at their last anniversary, is one of the most vigorous, thoughtful, and suggestive performances of its kind, that it has ever been our fortune to hear or read.